HORSES LEVEL E

INTRODUCE THE BOOK
Before students begin to read, prepare them for a successful first reading of the story. Familiarize them with the plot, important concepts, new words, and language structures in the book. Begin by providing a brief synopsis of the book.

SYNOPSIS OF THE STORY
This book is going to tell us about different kinds of horses and what people do with them.

BEFORE STUDENTS BEGIN TO READ YOU MIGHT SAY:
1 “On pages 2-3, horses like to run.”
2 “On pages 4-5, we can see a girl and a jockey riding horses.”
3 “On pages 6-7, we see that horses like to eat grass and hay and grain.”
4 “On pages 8-9, it says, Horses can be brown, black, or tan, too.”
5 “On pages 10-11, The girl is brushing the horse. This is called grooming.”
6 While the students look at pages 14-15, talk about foal, filly, and colt and what these terms mean.
7 “On the last page there is a picture glossary. Let’s look at it together.”

READ THE TEXT
After you look through the book together, have the students begin to read. Encourage the students to read the entire book in a soft reading voice. Listen to the students’ reading, and prompt for and/or praise strategic processing. See Prompting Guide E for reading behaviors to observe and support.

DISCUSS AND REVISIT THE TEXT
Start a conversation about the story. Encourage students to make connections to their own experiences and/or other stories they have read. Engage the conversation by asking students to make predictions, inferences, and connections to personal experiences or other stories. Stay away from questions that can be answered with “yes” or “no.”

YOU MIGHT ASK:
- “What did we learn about horses that we didn’t know before reading this book?”
- “Have you ever sat on a horse or been really close to a horse? Do you think you would like that? Why do you think that?”